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ABSTRACT

This study examined City of Winnipeg residents' attitudes toward and perceptions of the importance of the University of Manitoba, located in Winnepeg. Personal interviews were conducted with residents at 533 Winnepeg addresses. Cross-tabulation analysis of interview results against a range of variables found that age, education, income, family member attending the university, and political affiliation were most significant in predicting attitudes toward the University. The results of the survey reflect opinions very similar to results in urban soundings of the Edmonton (Alberta, Canada) area and results of a similar national survey. These various studies have confirmed a high level of support for universities generally, and an appreciation of the role and importance of the institution to social, economic, cultural scientific, and technological development. This is the case generally regardless of whether it is of direct personal benefit to the survey respondent. Responses to some questions revealed a number of areas in which the university could be doing a better job of explaining what it is doing and why. Special concerns of individual groups provided some admonitions which could direct institutions to a renewed scrutiny of particular areas. An appendix lists survey questions. (JB)

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II

PUBLIC ATTITUDES TOWARD THE UNIVERSITY: THE 1991 WINNIPEG AREA STUDY

1993

Occasional Paper Series

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OCCASIONAL PAPERS IN HIGHER EDUCATION

II

PUBLIC ATTITUDES TOWARD THE UNIVERSITY: THE 1991 WINNIPEG AREA STUDY

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THE UNIVERSITY OF MANITOBA

1993

Public Attitudes toward the University: The 1991 Winnipeg Area Study

PREAMBLE

This study reports on the findings of an interview survey, conducted as part of the 1991 Winnipeg Area Study (WAS), a research project of the Sociology Department at the University of Manitoba, initiated in 1981. The survey population for this project has been defined as all dwelling units that were listed in the assessment file for the City of Winnipeg. Within this population, a systematic random sample of 758 addresses were selected for personal interviews in the 1991 survey. Interviews were completed for 533 residences, representing a completion rate of 71.6 percent of eligible households, or 70.6 percent of the original sample. The household was the primary sampling unit, with selection criteria of gender, age (minimum of 18 years) and residency being used to choose a respondent within each household. The interview instrument itself was extensively pre–tested, and the interviewers carefully trained and supervised.

The sociodemographic profile of the responses was compared with 1986 Census data and with previous Winnipeg Area Studies, with the conclusion that the 1991 household sample presented a reasonably accurate representation of the Winnipeg population. This included the variable of gender (58 percent female and 42 percent male), age (a median of 40 years), household size, current living arrangement, education, work situation, income, residence, and neighbourhood types.

Cross–tabulations were able to be made against the full range of variables contained in the WAS as a whole; and of these, six were shown to have a statistically significant relationship to responses made with respect to postsecondary education. These were: age, education, income, a family member in attendance at university, and political affiliation. (This last variable reflected current voting intention at the provincial level, not formal party membership.) The education level of respondents (and the respective proportions of the sample) were categorized as follows: junior high or less (13.0%); high school (36.7%); postsecondary non–university (18.6%); university (31.8%). Age (with the respective proportions) was categorized as follows: less than 30 years (23.3%); 31–39 years (27.2%); 40–54 years (23.7%); over 55 years (23.7%). Household income was categorized as: under $24,000 (25.4%); between $24,000 and $40,000 (26.8%); between $40,000 and $60,000 (25.6%); and over $60,000 (22.1%). Political affiliation (voting intention) was categorized as follows: Liberal (22.2%); NDP (31.9%); Progressive Conservative (29.4%); wouldn't vote (16.5%).

The questions touching on the university appear in Appendix I. These questions were intended to elicit general information about attitudes toward university education per se, as well as more specific information about the perceived performance and

importance of the University of Manitoba itself. Of concern as well were attitudes related to a number of public policy issues: as, for example, access, tuition fees, government funding, institutional autonomy. Efforts were made to test the strength of these attitudes, by seeing, for example, whether expressed support for the university would translate into a readiness to accept higher taxes or a shift in the priorities of government spending.

A survey parallel to the WAS has been conducted in Alberta since 1981 (The Edmonton Area Series, conducted by the Population Research Laboratory of the Department of Sociology, University of Alberta). To provide for the opportunity of studying comparisons between the two cities, the questions respecting universities followed, to the extent possible, the already existing format of the Edmonton survey.

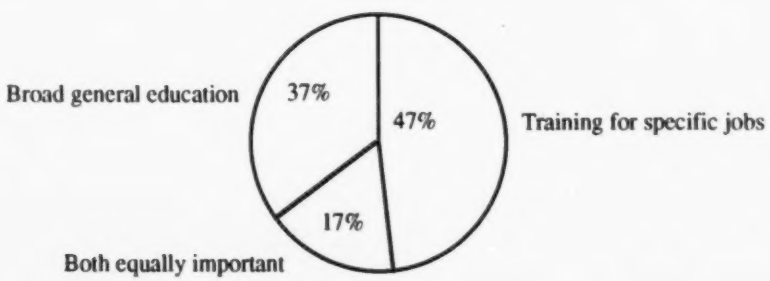
SURVEY QUESTIONS

General Education vs Specialized Training

Respondents were posed the following question:

Some people believe that universities should train people for specific jobs, while others argue that students in universities should be given a more general, broader education. Which do you think is more important: training for specific jobs or obtaining a broad, general education?

For the sample as a whole, **47%** indicated that "training for specific jobs was the more important of the two choices; **37%** took the position that it was more important to "obtain a broad, general education." It is significant to note, however, that a substantial number of respondents felt uncomfortable in pronouncing either goal as "more important." Although provision was not made in the question for an answer that both goals are equally important, that position was taken voluntarily by **17%** of respondents. Given the size of this voluntary response, it is quite possible that the percentage would have been considerably higher had it been an articulated response, and the spread between the two poles diminished. Interpretation of the responses to the forced choice between "training for specific jobs" and "obtaining a broad, general education" should be made in this light.

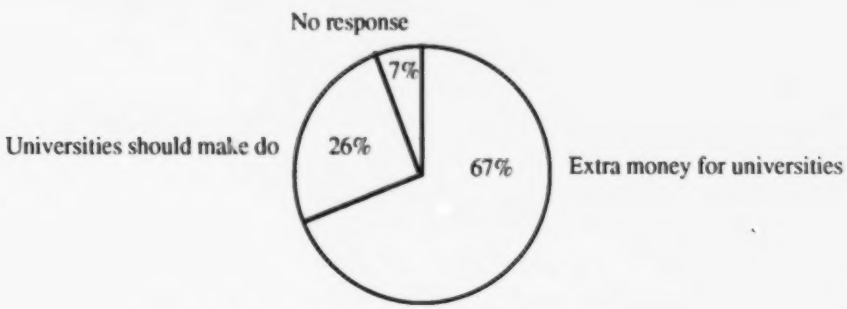


Differences in response to this question may be seen to flow from at least three variables. Political affiliation proved to be a significant factor in the matter of general education. While only **38%** and **39%** respectively of Liberals and Progressive Conservatives considered general education to be the more important objective, almost half (**47%**) of NDP respondents took that position. Educational background did not prove to influence the choice of respondents, except in response rates to the volunteered category of "both equally important." This received the support of **28%** of university graduates, but only **10%** of those with a high school education. A similar pattern is to be seen in the case of respondents having a family member in attendance at university. That group, in comparison with respondents not having family members at university, showed more of a tendency to view the two objectives as of equal importance (**26%** as compared to **14%**).

Government funding of universities

Respondents were asked the following question:

Some people feel that because university enrollment has increased steadily over the past few years, the Provincial government should provide increased money to universities at about the same rate. In your opinion, should the universities make do with the money they now receive, or should the government provide extra money to match enrollment increases?



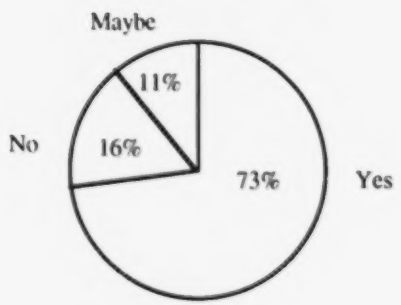
Two–thirds of the respondents (**67%**) were in favour of providing extra money to the universities; **26%** felt that the institutions should make do with the money they now receive. Within those percentages, three principal variables produced rather different results: age, political affiliation, and educational background. In the first of these, age, a contrast is to be seen between the 31–39 year old group, and the group over 55 years of age. Some **74%** of the former, as opposed to **48%** of the latter, felt that the universities should receive more money. (**Twenty–one percent** of the former and **37%** of the latter felt that the institutions should make do with the money they now receive.) The contrast is even more dramatic when the responses of the group younger than thirty are

considered; **81%** of those felt that the universities should receive more, with only **15%** suggesting that the institutions should make do.

Political affiliation produced some rather dramatic differences as well, with a bare majority, **52%**, of the Progressive Conservatives arguing for extra money, as compared to **77%** of NDP respondents, and **73%** of Liberals. (In contrast, **41%** of PC's argued for the institutions to make do, as compared to **15%** of NDP respondents and **20%** of Liberals.) When educational background is considered, **75%** of university graduates opted for extra money, as compared to **64%** of high school graduates. (**Eighteen percent** of university graduates and **30%** of high school graduates suggested that the institutions should make do.) Support for extra funding dipped among those with less than junior high education: of those, **52%** were ready to accord extra money; **31%** wanted the institutions to make do.

A subsequent question attempted to probe the depth of commitment to the principle of increased funding, by asking:

If additional funds for university education meant some tax increases, would you still be in favour?

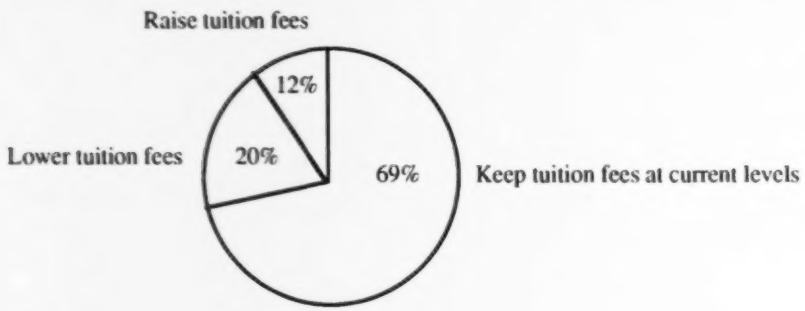


Permitted in the answers to this question was a "maybe" category, which could be qualified by such conditions as "It depends how much." Only **11%** of respondents chose this type of answer. Of the remainder, **73%** answered **"yes"**, and only **16%** **"no"**. The only significant differences came with the variable of educational background. In a comparison of high school graduates and university graduates, **64%** of the former and **81%** of the latter responded **"yes"**. The contrast is less obvious with respect to **"no"** (**18%** vs **12%**), but is rather interesting in the category of **"maybe"**. **Eighteen percent** of high school graduates answered in that way, as compared to only **8%** of university graduates. Another interesting comparison is to be seen in the case of the respondents having less than junior high education. That group matched the high school graduates in the **"yes"** category, but differed substantially in the response to **"no"**, with **32%** being opposed, to the high school graduates' **18%**.

Tuition Fees

Respondents were asked the following question:

Some people say that higher education tuition fees may mean that fewer people will be able to go to university. Do you think that Manitoba universities should raise tuition fees substantially to offset some of their rising costs, should they try to maintain fees close to their current level, or should tuition fees be lowered?



Over two–thirds of respondents (**69%**) felt that university tuition fees should remain close to their current levels. Of the remainder, **20%** felt they should be lowered, and only **12%** felt they should be raised. Analysis against four variables shows significant differences within these general responses; these variables were age, income, political affiliation, and attendance of a member of the family.

On the variable of age, substantial differences were apparent only with respect to the question of lowering tuition fees. On this point, **28%** of the less–than–thirty age group concurred, in contrast to **12%** of those over 55 years of age. **Twenty–two percent** of the 31–39 age group, in comparison, opted for lowering. Less dramatic contrasts are to be seen in the responses to the option of leaving fees at their current level (**63%**, in the case of respondents less than 30 years of age; **66%** of those 31–39; and **74%** of those over 55). In the matter of raising fees, those same groups responded in the rates of **9%**, **12%**, and **13%**.

This proved to be one of only two questions in which income was a significant variable. If a comparison is made between the group with family income between $24,000 and $40,000, and the group with family income over $60,000, contrasts are to be seen in the inclination to lower tuition (**23%** vs **11%**). This is even more dramatic in the case of the group with family income below $24,000; here **31%** wanted fees lowered. Less substantial gaps are to be seen between the first two groups on the question of maintaining fees at the current level (**68%** and **75%**), and the question of raising fees (**9%** and **14%**).

Political affiliation evoked rather wide variation. Maintaining fees at the current level was fairly consistently addressed across party lines (**70%** Liberal, **66%** NDP, and

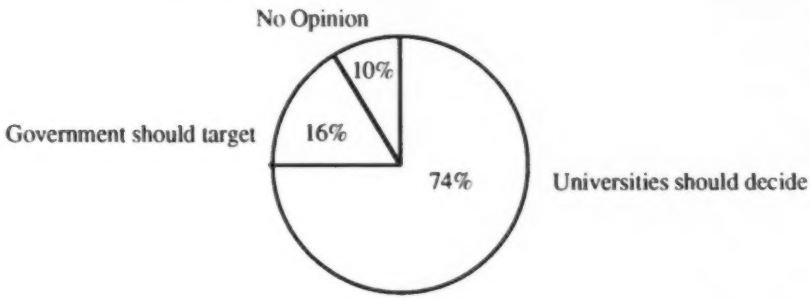
74% PC). In answer to the question of lowering fees, however, affirmative answers were given by **22%** of Liberals, **26%** of NDP and **6%** of PC's. The converse, raising fees, was chosen by **9%** of Liberals, **8%** of NDP and **21%** of PC's.

An interesting contrast was to be seen between those respondents having a family member at university, and those not. The former supported the maintenance of current fees by a proportion of **76%**, in contrast to a slightly lower **66%** of the latter. Rather surprisingly, the group with a family member at university were considerably less disposed to lowering of fees (**11%**, in contrast to **22%** of those without a family member in attendance). The responses to the option of raising fees were virtually identical (**13%** and **11%**).

The Relationship of government to the university

The following question was posed:

Some people say the government should take a firmer hand in deciding what programs are offered at universities. Do you think the government should target monies for specific programs or always let the universities decide how monies given to it should be spent?



The answer to this question was unequivocal, with no significant differences among the variables. **Seventy–four percent** of respondents felt that the government should always let the universities decide how their monies are to be spent. Only **16%** were in favour of governments targeting monies allocated to the universities.

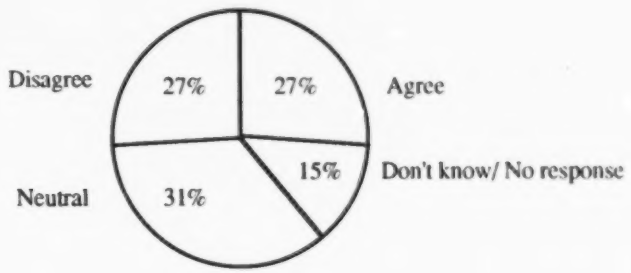
THE UNIVERSITY AND SOCIETY

In this section of the survey, respondents were asked to respond to a series of questions along a scale between "Strongly Disagree" (1) and "Strongly Agree" (7). In the analysis of these results, responses of **1**, **2**, and **3** were categorized as **"disagree"**; responses of **5**, **6**, and **7** were categorized as **"agree"**; and responses of **4** were categorized as **"neutral"**.

The University and Social/Economic Development

The first proposition to which respondents were asked to react was as follows:

The universities are not taking as active a role in the social and economic development of society as they should be.



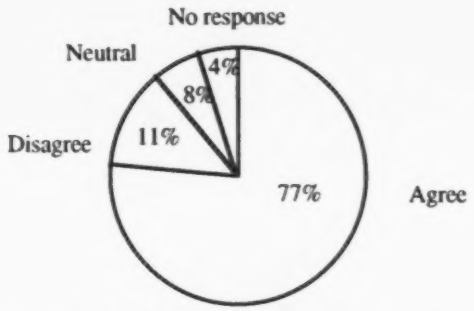
Responses to this first proposition were characterized by a significant proportion in the **"do not know/no response"** category. This was particularly the case with respect to the variables of age and educational background. **Twenty–eight percent** of respondents over 55 placed themselves in that category, as did **41%** of those with less than junior high. This is in contrast to only **9%** of those younger than 30, and **5%** of those with a university education.

With that significant "opt–out" taken into consideration, the overall results showed an even split between agreement and disagreement (**27%**), with a sizable **31%** in the category of "neutral". Support for the universities' role in development (i.e., disagreement with the posed question) was clearly a function of age and education. **Thirty–six percent** of those younger than 30 disagreed, in contrast to only **20%** of those over 55 (and **25%** of those between 40–45 years of age). **Thirty–six percent** of those having graduated from university disagreed, in contrast to only **13%** of those with less than junior high education.

University research

The second proposition was worded as follows:

The research done in universities benefits society.

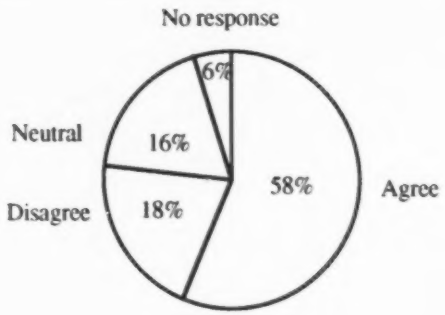


In this question, the response was unequivocal, without significant differences among the variables. Of the respondents, **77%** agreed with the statement, **8%** disagreed, and **11%** declared neutrality.

Government funding and the quality of university education

The following proposition was offered:

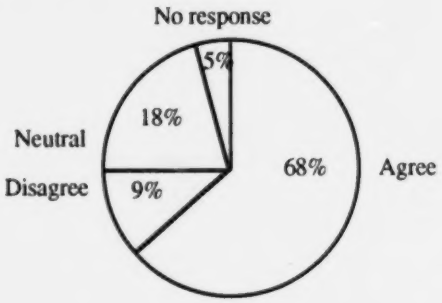
The quality of university education in Manitoba will probably decline unless government funding is increased.



A majority of respondents (**58%**) agreed with the statement, while **18%** disagreed. **Sixteen percent** remained neutral. Quite significant differences are to be seen, however, when the two variables of political affiliation and educational background are considered. Liberals and NDP showed very similar responses, but the PC's were dramatically different. In agreement with the proposition, the Liberals were **63%**, the NDP **67%**, and the PC's only **29%**. In disagreement, the Liberals were **15%**, the NDP **11%**, and the PC's **48%**. In the category of educational background, those with less than junior high education agreed with the statement at a rate of **42%**, in contrast with university graduates at **63%**. Important here as well are the proportions of the two groups placing themselves in the "no knowledge/no response" categories: **22%** for those with less than high school, as compared to **.6%** of those having graduated from university.

A second proposition suggested that:

If the government has to cut back on expenses, it should look at other areas before cutting university budgets.

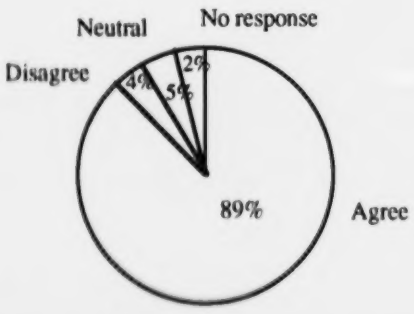


Here the general response was more emphatic, with differences of a less dramatic nature around the variables of educational background and attendance of a family member. Over–all responses had **68%** in agreement, and **9%** in disagreement. **Eighteen percent** took a neutral position. Educational background accounted for a variation on agreement, from **73%**, in the case of those who had completed university, to **64%** for those who had completed high school, and **61%** for those with less than junior high education. Those respondents with a family member in attendance at a university agreed at a rate of **77%**, in comparison to **65%** for the rest.

University access

Respondents were asked to react to the following proposition:

Any Manitoba resident who is academically qualified should be able to attend university.

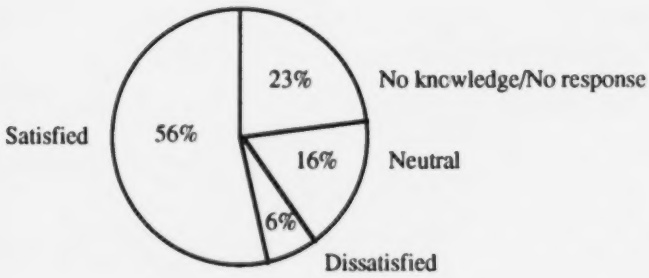


Here the results were dramatic and essentially uniform across the variables. Fully **89%** of respondents agreed, and only **4%** disagreed. An equally small proportion, **5%**, chose to be neutral on the issue.

Satisfaction with the University of Manitoba

Respondents were asked to respond to the following question along a scale from **"Very Dissatisfied" (1)** to **"Very Satisfied" (7).**

Generally speaking, how satisfied would you say you are with the performance of the University of Manitoba?



Probably because of its specificity, this question encountered a large proportion of "**no knowledge/no response**": **23%**. For the rest, "satisfied" was assumed for those scoring **1**, **2**,and **3**; "dissatisfied" for those scoring **5**, **6**, and **7**; and "neutrality" for those scoring **4**. Of the respondents, **56%** were **satisfied** with the University's performance, and **6%** were **dissatisfied**. **Sixteen percent** fell under the category of **neutral**.

Interesting differences are to be seen in reference to three variables: income, educational background, and attendance of a family member. Dissatisfaction with the University's performance increases significantly with income, although the actual numbers involved remain relatively small. Of the respondents in the income group between $24,000 and $40,000, **4%** were dissatisfied, in comparison to **8%** of those earning more than $60,000. Satisfaction with the University's performance, on the other hand, is strongest in the middle income group, those earning $24,000–$40,000 (**69%**), and drops uniformly in the income groups on either side (**57%** in the case of the group earning less than $24,000, and **56%** in the group earning more than $60,000). The group earning less than $24,000 also included the largest proportion of "no knowledge/no response": **28%**.

In the case of educational background, the same phenomenon reappeared, of significant differences in response rate, albeit with little difference in actual numbers. Dissatisfaction increased with education: representing **10%** of those who were university graduates, as compared to **3%** of those with high school. Interestingly, the tendency reversed itself in the matter of satisfaction, with **69%** of university graduates declaring themselves satisfied, as compared to **49%** of high school graduates.

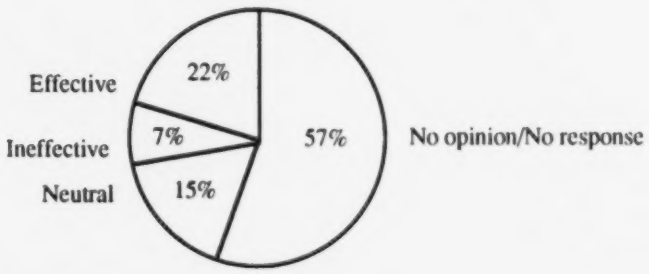
Something of the same reversal may be seen in the category of those with a family member at a university. The proportion of that group that was dissatisfied with the

University's performance was almost double that of the rest of the respondents (**9%** vs **5%**). At the same time, the satisfaction rate was significantly higher (**69%** vs **52%**).

Teaching at the University of Manitoba

Respondents were asked to react to the following question on a scale ranging from **"Very Effective" (1)** to **"Not Very Effective" (5)**:

Would you say that the teaching at the University of Manitoba is very effective, or not very effective, or do you have no opinion on the matter?



Scores of **1** and **2** were considered to indicate an assumed effectiveness; scores of **4** and **5** an assumed ineffectiveness; and a score of **3** was interpreted as neutrality on the issue. Again, in all likelihood because of the specificity of the question, a large proportion of responses (**57%**) fell into the category of **"no opinion/no response"**. Of the remaining respondents, **22%** indicated that they felt that teaching at the University was effective; **7%** felt it was ineffective; and **15%** were neutral. The patterns of response differed according to two principal variables: educational background, and attendance of a family member. When respondents who had completed university are compared to those with high school, an obvious contrast is to be seen in the "no opinion/no response" category: **31%** for the former, as compared to **68%** for the latter. Of the remainder, **30%** of university graduates felt that the institution's teaching was effective, as compared to **19%** of high school graduates. What is particularly interesting, however, are the proportions of each group indicating that teaching was ineffective, or who chose neutrality on the issue. Of university graduates, **14%** felt that teaching was ineffective, as compared to only **3%** of high school graduates; and **24%** of university graduates took a neutral stance on the issue, as compared to **11%** of high school graduates. Another group, comprising those who had attended university but had not completed a program of study, responded in a fashion very similar to that of the high school graduates: **18%** felt the teaching was effective, **7%** ineffective, and **12%** assumed neutrality.

Interesting patterns are to be seen as well in the responses of those having a family member who had attended university. That group felt more confident in responding to the issue than the rest of the population (**31%** placed themselves in the "no opinion/no

knowledge" category, as compared to **64%** of the remaining group). Of the remaining respondents, slightly more of the "family attender" group considered the teaching to be effective (**27%**, as compared to **20%**). Interestingly, four times as many considered the teaching to be ineffective (**16%** vs **4%**); and more than twice as many took a position of neutrality (**26%** vs 12%).

DISCUSSION

As was noted in the Preamble, the wording of individual questions was in many cases constrained by the desire to maintain a parallel format to that of the Edmonton study. This first run on university–related items in the Winnipeg Area Study indicated a number of instances in which modification of individual questions would be desirable. These would be the subject of subsequent discussion between the two institutions.

A example of such a problem appears in the first question, which in effect requested a forced choice between "general, broad" education and "training for specific jobs". The substantial proportion of respondents who volunteered "equally important" suggests that this issue should perhaps not be posed as an "either/or" proposition. Indeed, it is difficult to interpret the "equally important" response in this present case. It is possible to assume, for example, that a significantly larger number of respondents might have chosen that category, had it been formally offered. It is also hard to know whether the individual respondents were saying that both options are equally valid; or that it is important to have both options as integrated complementary parts of a complete university education.

Notwithstanding the limitations of the question as presently worded, it is interesting to note the amount of support for the goal of broad and general education. Although the number of respondents who gave that option first place was smaller than that supporting specialized training, the number of respondents ready to accord it equal status pushed the level of support for at least a "tied" first place to over 50% of the group (recognizing that support for specialized training would have to be seen as enhanced by a similar measure).

This proved also to be one of the questions for which familiarity with the university experience accounted for a significant difference in response ("experience" either in the form of having attended university, or having a family member in attendance). In this case, experience had the interesting effect of pushing respondents to view both goals as of equal importance.

The second question in the survey raises another important general issue. The response to the question indicated a disposition to move in a direction opposite to what has been government policy across Canada in the last several years, and to return to a situation in which public funding is directly tied to growth in enrolment. The answers to subsequent questions reiterate this disposition in quite substantial ways: by indicating a readiness to accept tax increases, if that were the only way in which additional money

for the universities could be secured; and a readiness to see the government cut back on expenses in other areas before it decreases university budgets. What is interesting, however, is the rather wide variation in response to these propositions as a function of political (or voting) disposition. It could be hypothesized that political parties in power – or aspiring to be – might be inclined to look with special interest at the strength of opinion in their "constituency", and come to a public policy position that seems to be at odds with the expressed opinion of the population as a whole. Some of the surprise expressed across the country at the perceived incongruity between opinion poll results similar to those of this study, and the actions of the respective governments, might perhaps be considered in this light.

Another methodological issue indicated in these questions has to do with the degree to which the variables are in fact overlapping – the degree to which age, income, and education, for example, relate to the category of political affiliation. There is no consistent correlation among these throughout the responses to the various questions; so at this stage of analysis they must be assumed to be substantially independent. The declining support for additional funding for universities, as a function of age, therefore, might be assumed to have to do with concerns about personal financial circumstances, rather than a particular political disposition characteristic of an age group. Notwithstanding a somewhat reduced enthusiasm for additional financial support for universities among some elements of the sample, however, it does seem fair to suggest that the rather impressive general level of public support for the university rises above considerations of vested personal interest, and is shared, albeit at somewhat diminished levels, by those who have not, are not, and in all likelihood will not make personal use of the institution. This support lends credence to the assumption that the public does see the institution as providing a general social good, and not just an individual good to a privileged minority.

A subsequent question about attitudes toward tuition fees evokes some issues about the type and amount of information respondents should have in responding to a question of apparent simplicity but hidden complexity. The general response to the question about tuition levels, with some substantial differences among the variables, was that tuition fees should remain close to their present level. It may perhaps be inferred that this would mean that they should rise only in accordance with cost of living increases. A somewhat less likely interpretation is that they should remain in their current proportion to over–all sources of income. The question might reasonably be seen to imply, however, that the respondent knows, in some approximate fashion, the actual current level of tuition fees; how those fees compare, in some "standardized" fashion, to historical patterns; and how they compare to fees in other jurisdictions. What is not broached, and which may or may not lie implicit in some of the responses, is the policy issue of the appropriate portion of total costs that should be borne by the student. The question is also posed in a way that implies a linkage between tuition fee level and access, without really inviting the respondent to indicate agreement or disagreement

with that premise (and perhaps inadvertently "guiding" response to the actual question). It is worth noting, from another question on the survey, that access, at least of academically qualified Manitoba residents, is a very high priority for virtually all respondents.

Inevitably, specific questions about the performance of the University of Manitoba run into the difficulty of a large number of the respondents just not having enough direct knowledge to make an informed opinion. The responses of those who felt able to offer an opinion were overwhelmingly in the "satisfied" camp (although that group reflected a bare majority of the total pool). What is perhaps a bit more cheering for the institution is the apparent correlation between satisfaction and familiarity with the institution. An interesting cautionary note is to be taken in the fact that the same familiarity reflected itself in similarly elevated rates of dissatisfaction with teaching and other performance.

CONCLUSION

The established quality of the Winnipeg Area Study ensures that the survey population reflects in a reasonably accurate fashion the population of the City of Winnipeg. The opinions solicited about universities can therefore reasonably be assumed to reflect those of the general population of that city. While Winnipeg encompasses approximately 60% of the population of the Province of Manitoba, it cannot, however, be assumed to reflect the opinions of the remaining rural and urban populations. This caveat must be recognized in any reading of the survey results.

The results of the survey do reflect opinions very similar to the urban soundings represented by the Edmonton Area Series; and, more generally, the national opinions elicited by recent Angus Reid polls. These various studies have confirmed a high level of support for the universities generally, and an appreciation of the role and importance of the institution to social, economic, cultural scientific, and technological development – regardless of whether it will be of direct personal benefit to the individual concerned. Specific concerns about particular institutions or particular practices does not appear to represent a diminished confidence in the importance of the institution and system as a whole.

Responses to the various survey questions reveal a number of areas in which the university – individually and as a collectivity – can and should be doing a better job of explaining what it is doing and why. In similar fashion, the special concerns of individual groups provide some useful admonitions which should direct institutions to a renewed scrutiny of those same areas. In this way, the opinions of our constituencies can be a particularly valuable element in genuine accountability.

APPENDIX

Questions related to universities in the 1991 Winnipeg Area Study

Question 1 (162 in WAS Survey)

Some people believe that universities should train people for specific jobs, while others argue that students in universities should be given a more general, broader education. Which do you think is more important: training for specific jobs or obtaining a broad, general education?

QUESTION 2 (163a)

Some people feel that because university enrollment has increased steadily over the past few years, the Provincial government should provide increased money to universities at about the same rate. In your opinion, should the universities make do with the money they now receive, or should the government provide extra money to match enrollment increases?

QUESTION 3 (163b)

If additional funds for university education meant some tax increases, would you still be in favour?

QUESTION 4 (164)

Some people say that higher university tuition fees may mean that fewer people will be able to afford to go to university. Do you think that Manitoba universities should raise tuition fees substantially to offset some of their rising costs, should they try to maintain fees close to their current level, or should tuition fees be lowered?

QUESTION 5 (165)

Some people say the government should take a firmer hand in deciding what programs are offered at universities. Do you think the government should target monies for specific programs or always let the universities decide how monies given to it should be spent?

QUESTION 6 (166a)

How much would you agree or disagree with each of the following statements about universities and university education?

a. **The universities are not taking as active a role in the social and economic development of society as they should be.**

Strongly Agree						Strongly Disagree
1	2	3	4	5	6	7

Question 7 (166b)

How much would you agree or disagree with each of the following statements about universities and university education?

b. **The research done in universities benefits society.**

Question 8 (166c)

How much would you agree or disagree with each of the following statements about universities and university education?

c. **The quality of university education in Manitoba will probably decline unless government funding is increased.**

QUESTION 9 (166d)

How much would you agree or disagree with each of the following statements about universities and university education?

d. **If the government has to cut back on expenses, it should look at other areas before cutting university budgets.**

QUESTION 10 (166e)

How much would you agree or disagree with each of the following statements about universities and university education?

e. **Any Manitoba resident who is academically qualified should be able to attend university.**

QUESTION 11 (167)

Generally speaking, how satisfied would you say you are with the performance of the University of Manitoba?

Very Satisfied						Very Dissatisfied
1	2	3	4	5	6	7

QUESTION 12 (168)

On a scale of 1 to 5, would you say that the teaching at the University of Manitoba is very effective, or not very effective, or do you have no opinion on the matter?

Very Effective				Not Very Effective
1	2	3	4	5